



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

433 N Hall, Mesa, AZ 85203

### Academy with Community Partners Inc

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing
2004-05	Performing
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Mrs. Margaret Williamson  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 9-12  
 Web Address : www.acpathope.org  
 Phone Number : (480) 833-0068  
 Fax Number : (480) 833-8966  
 E-mail : mtwilliamson@acpathope.org

#### Mission

Partnerships combining the resources of the community, family, and the Academy provide an authentic learning environment in which students become active learners. Students empowered with hope develop a feeling of success as they work through real-world projects as valued members of the learning community.

#### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Met
2004-05	Met
2003-04	Not Met

#### School Improvement Status <sup>(b)</sup>

2005-06	N/A
2004-05	SI Year 1
2003-04	Year 1

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü Lifelong learners. Increase number of High School Graduates. Measurable - 75% mastery of instructional material.
- ü Students to meet Arizona Academic Standards. Increase awareness of technology. Increase attendance to 90%.
- ü To instill character in all students which will be provided through extracurricular activities.
- ü Provide a baseline for testing criteria besides the state required tests.

#### Enrollment

October 1, 2005 School Year Student Enrollment : 189  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

## Academy with Community Partners

### Instructional Programs

- ü Certified Tchrs. and/or Highly Qualified
- ü Academic/Career Enrichment
- ü Curriculum Aligned to AZ Acad. Standards
- ü At-Hope Philosophy
- ü A+ Curriculum/Assessment
- ü Hands-On Training
- ü Special Needs Services
- ü 21st Century Technology

### Calendar Information

Number of Instruction Days :	146
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/17/2005
Last Day of School :	5/24/2006

### Shared Responsibilities

#### School

We provide parent/teacher meetings when requested. Grade reports are available each block and transcripts are mailed to parents twice yearly, as well as teacher contact with parents. Student handbooks are distributed to students and parents as well as a monthly newsletter. We have a zero-tolerance policy to ensure safety for all.

#### Parents

Parents sign off on school policies and procedures when interviewed with student at intake. Dress codes, discipline, and grading procedures outlined in handbook.

### Transportation Policy

No transportation is provided by the Academy. The city transit system is available. Field trips are taken with buses which are privately contracted. For special needs, community resources are available.

### School Honors

#### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Charter School State Basketball Champion	2005
ü Awarded Dissemination/Funds from Federal Government	2001
ü SRP Solar Spectacular Monetary Awards	2005
ü Perseverance Award - SRP Solar Boat Race	2002

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	30	71130	77	77	95	672	672	701	40	40	23	27	27	13	33	33	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	35465	80	80	96	671	671	702	38	38	21	38	38	13	25	25	53	NA	NA	13
Male	14	14	35648	74	74	94	673	673	701	43	43	24	14	14	12	43	43	50	NA	NA	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	13	13	25103	87	87	95	673	673	685	38	38	34	23	23	16	38	38	45	NA	NA	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	13	13	36075	65	65	95	680	680	715	31	31	12	31	31	9	38	38	58	NA	NA	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	29	29	65268	83	83	98	674	674	705	38	38	19	28	28	12	34	34	54	NA	NA	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	12	12	22957	55	55	93	675	675	685	33	33	34	33	33	17	33	33	44	NA	NA	5
Non-Economically Disadvantaged	18	18	48173	100	100	96	670	670	709	44	44	17	22	22	11	33	33	55	NA	NA	18

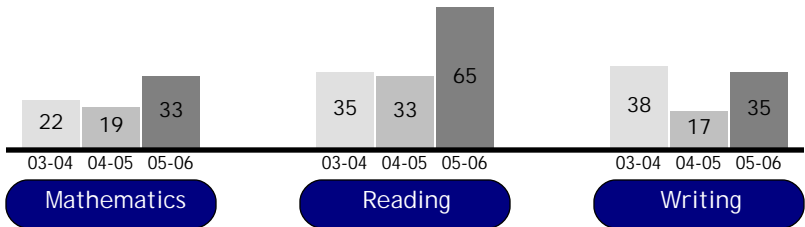
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	20	73018	80	80	97	692	692	703	NA	NA	6	35	35	23	65	65	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	36181	83	83	97	NA	NA	708	NA	NA	4	NA	NA	21	NA	NA	65	NA	NA	9
Male	10	10	36816	77	77	96	NA	NA	699	NA	NA	7	NA	NA	24	NA	NA	62	NA	NA	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	NC	NC	25801	NC	NC	96	NC	NC	683	NC	NC	10	NC	NC	34	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	12	12	37024	92	92	97	696	696	721	NA	NA	2	25	25	12	75	75	73	NA	NA	13
Students with Disabilities	--	--	7170	--	--	85	--	--	654	--	--	23	--	--	47	--	--	29	--	--	1
Students without Disabilities	20	20	65848	87	87	98	692	692	708	NA	NA	4	35	35	20	65	65	67	NA	NA	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	NC	23912	NC	NC	94	NC	NC	681	NC	NC	10	NC	NC	36	NC	NC	52	NC	NC	2
Non-Economically Disadvantaged	11	11	49106	92	92	98	694	694	714	NA	NA	4	27	27	16	73	73	69	NA	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	20	72810	80	80	96	665	665	685	5	5	6	60	60	30	35	35	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	36111	83	83	97	NA	NA	695	NA	NA	4	NA	NA	23	NA	NA	65	NA	NA	8
Male	10	10	36678	77	77	95	NA	NA	674	NA	NA	9	NA	NA	36	NA	NA	52	NA	NA	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	NC	NC	25735	NC	NC	96	NC	NC	669	NC	NC	10	NC	NC	41	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	12	12	36915	92	92	97	666	666	697	NA	NA	3	58	58	21	42	42	67	NA	NA	8
Students with Disabilities	--	--	7071	--	--	84	--	--	634	--	--	24	--	--	53	--	--	21	--	--	1
Students without Disabilities	20	20	65739	87	87	98	665	665	689	5	5	4	60	60	27	35	35	62	NA	NA	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	NC	23814	NC	NC	94	NC	NC	667	NC	NC	10	NC	NC	41	NC	NC	47	NC	NC	2
Non-Economically Disadvantaged	12	12	48996	100	100	97	659	659	693	8	8	4	58	58	24	33	33	64	NA	NA	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	30	NA	42	78	54	54	51	79	37	37	52
	Language	NC	NC	NC	42	78	43	43	50	79	30	30	50
	Mathematics	100	36	36	63	78	42	42	50	79	24	24	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Academy with Community Partners

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- ☐ Budget
- ☐ Personnel Decisions
- ☐ Discipline
- ☐ School Safety Issues
- ☐ Curriculum Development
- ☐ Instructional Strategies

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	10.00
Other Professional Staff	2.00	Teacher Aide	.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	4	0	0
4 to 6 years	1	1	0	0
7 to 9 years	0	2	0	0
10 or more years	0	2	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	36%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- ☐ Computer Lab/CAD Program
- ☐ Library
- ☐ Biology Lab/Greenhouse
- ☐ Dance Room

### Extracurricular Activities

- ☐ Fine Art
- ☐ Boy's Basketball
- ☐ Food/Clothing Drive
- ☐ Girl's Basketball
- ☐ Horticulture Club
- ☐ Yearbook
- ☐ Web Page Design
- ☐ Student Council

### Social Services

- ☐ Counseling Services
- ☐ Parenting Assistance Services
- ☐ DES Services
- ☐ Polling Site for Voting
- ☐ Health Services
- ☐ Gang Prevention Program
- ☐ Job Placement Services
- ☐ Pre-Hab

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Five students were published in "A Celebration of young Poets." Through our poetry class students read and posted their poetry in the surrounding community.
- ü The charter is celebrating its 11th anniversary. We have graduated over 500 students. We expanded our campus to a second building which is located on over four acres. We have begun a project for a community center.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	79	89	88	73
Graduation Rate <sup>6</sup>	62	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Staff is aware of procedures for safety and well-being of students and are CPR certified. Smaller classes allow students to get individual instruction. Students are aware of Zero-Tolerance Policy.

Mary Sennett, from Mesa Gang Prevention presented to the staff and was available for student discussion. Ron Glodoski presented to the student body, who is a renowned speaker across the country, regarding setting goals and how to prevent young people to live productive in the community.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6
---

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Margaret Williamson	(480) 833-0068
Transportation Policy	Margaret Williamson	(480) 833-0068
Community Resources	Teofila Makiling-Angst	(480) 833-0068
School Nutrition Programs		
Parent Organization	Rosie Gomez	(480) 659-2361
Student Health/Nurse	Teofila Angst	(480) 833-0068

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.